The Single Plan for Student Achievement

IDEA Academy @Cottonwood
School Name

19-65102-6109664
CDS Code

Date of this revision: May 30, 2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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School District

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The District Governing Board approved this revision of the School Plan on .

II. School Vision and Mission

Mission Statement:

The IDEA Academy @Cottonwood (Elementary School) is committed to building a positive learning community with high expectations and accountability. We strive to cultivate character and instill the foundation of life long learning for all scholars.

Our vision for the IDEA Academy @Cottonwood is defined by the following expectations:

- Rigorous and relevant instruction that engages and inspires critical thinking and problem solving, along with effective oral and written communication skills is the norm for all learners.
- Our school is a safe, secure, caring, and respectful learning environment that promotes each student's academic, social, and emotional growth.
- We approach learning with a growth mindset forcused on meeting the diverse needs of all learners.
- Our community emphasizes collaboration between students, staff, parents, and community members.
- We use data to drive instruction, interventions and enrichment.
- Our culture of creating life-long learners emphasizes building up tools of critical thinking and problem solving, creativity, determination, hard work, adaptability, a positive mindset, and good social skills and habits to achieve academic
and personal success.
- Achievement of academic, behavioral, and life goals are celebrated and embraced by all stakeholders.

We have a school wide commitment to these Positive Behavior Expectations:
1. Be safe
2. Be respectful.
3. Be responsible.
4. Be prepared.

III. School Profile

The IDEA Academy @Cottonwood is a STEAM (science, technology, engineering, and art) academy and a school of choice for K-6 grades that is located in the southwest portion of the Antelope Valley in the Westside Union School District. Our school, located at Avenue P-8 and Hubbard Street in Palmdale. At our 10 acre campus, students attend classes in 24 large classrooms owned by the district.These classrooms include a computer lab, engineering lab, and makerspace.The campus also includes a multi-purpose cafeteria building, a staff lounge, a speech therapist room, and a resource support room. An administration building that will include a state of the art library, community room, multipurpose room with a stage for STEAM learning, and office space is under construction on the site.

At the IDEA Academy @Cottonwood, our specialized program provides an educational choice for learning the California standards in math, english language arts and literacy in history/social studies, and science through the innovative approaches of design thinking and Project Based Learning (PBL) and use of the nationally recognized engineering curriculum, Project Lead the Way (PLTW). Students have increased opportunities to participate in robotics, coding, makerspace education, music and art. We are also an AVID certified school and use AVID's college-career prep strategies to help kids achieve success. Students are required to wear a uniform.

The IDEA Academy @Cottonwood currently serves 475 students in grades K-6 in both general and special education. The student population is approximately 18% Caucasian, 62% Hispanic, 10% African American, 4% Asian, 004% American Indian and 002% Pacific Islander. 13.5% of the student population are students with disabilities. Our student population is approximately 64% Hispanic, 18% white, 11% black or African American, 5% Asian, 2% American Indian, and less than 1% other. Approximately 15% of our students are English Language Learners, 11% are special education and 59% are identified as socioeconomically disadvantaged. The IDEA Academy @Cottonwood staff includes 17 regular education teachers, 2 SDC teachers, 1 Resource Specialist, 1 part time Speech teacher, and over 30 classified personnel and playground supervisors/crossing guards.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)
Review of current year and prior year:
CAASPP results
California School Dashboard reports
California Five by Five report
CELDT results
District writing and mathematics performance task results
Attendance data
Disciplinary data
Report card grades
Site safety reports

B. Analysis of Current Instructional Program (See Appendix B)
1. Alignment of curriculum, instruction and materials to content and performance standards:
Math, language arts, reading, science, and social studies curriculum, instruction and materials are directly aligned to district and state content and performance standards. Instruction is delivered based on the standards. Teachers begin with the district curriculum maps. They work in grade level teams to focus on identifying essential or "priority" standards. Teachers deconstruct the standards to identify key skills - what students need to know and be able to do.

2. Availability of standards-based instructional materials appropriate to all student groups:
The district provides textbooks and curricula that are standards-based for all students. There are new textbook adoptions in English-Language Arts, Mathematics, and Science. A new Social Studies adoption will be piloted in 2018-19.

3. Alignment of staff development to standards, assessed student performance and professional needs:
Staff members have the opportunity to attend staff development to address the alignment of standards, assessment of student performance, and professional needs related to student learning. School site meeting time is used to deconstruct and prioritize state standards, design common assessments, and analyze data to make formative decisions about instruction and curriculum. Training is offered to administrators and teachers to provide help in interpreting state testing, CELDT and other assessement results that are used to plan instruction. Support for new teachers is provided through the District's New Teacher Support Department. This includes an induction program and support for interns and other new teachers who do not yet qualify to participate in new teacher induction.

4. Services provided by the regular program to enable under performing students to meet standards:
Our school provides many opportunities for under performing students to meet standards in the regular classroom program. Teachers use data to identify under perfoming students and plan first best direct instruction and reteaching during the instructional day. Teachers also work with grade level Student Success Teams (SSTs) to design intervention plans for identified students, then monitor the progress of these students closely. Designated and Integrated English Language Development is implemented to provide
language support in ELA for all English Learners as well as in all curricular areas. AVID Schoolwide is implemented in grades K-6 and this provides under performing students with increased support with organizational and academic skills in the areas of reading, vocabulary, and writing. Students have the opportunity to attend After School Intervention during the year focused on reading and mathemathics, as well as enrichment to build vocabulary skills and extended connections to standards. Continued use of technology and technology based lessons for personalized and adaptive learning are also utilized.

5. Services provided by categorical funds to enable underperforming students to meet standards:
Services provided by categorial funding to enable under performing students to meet the standards include: use of computer based programs such as Fast ForWord and Reading Assistant for reading intervention for grades K-6, instructional aide time to assist under performing students, release time for teachers to work in grade level teams to analyze data and plan responsive instruction, and staffing for After School Intervention, and enrichment programs. Some teachers offer recess and lunch time tutoring to help under perfoming students meet standards.

6. Use of state and local assessments to modify instruction and improve student achievement:
Analysis of assessment data drives instruction in all classrooms. All teachers are involved in looking at assessment data and developing an improvement plan. Expenditures are all related to improving student achievment based on

findings in data. Teachers regularly examine student work and consult with their colleagues to ensure that students are making progress toward mastery of grade level standards.

7. Number and percentage of teachers in academic areas experiencing low student performance:
Our school staff plans balanced class groupings with approximately evenly distributed groups of at level, above level, and under performing students. This means that every teacher has experience working with under or low perfoming students.

8. Family, school, district and community resources available to assist these students:
Parent-teacher conferences and ELL parent conferences provide recommendations for parents to support their childrens' acadmic and social-emotional success. Homework may be accommodated to meet individual student needs. Parent and community volunteers, including a group of retired teachers, donate volunteers hours in many classrooms at our school to provide assistance with small groups and students having academic difficulties. Our school provides regular information to parents about school academic programs and learning opportunities through dialer messages, e-mail and telephone calls and messages, the website, town hall meetings, and flyers and handouts. The school handbook and first day packet provides helpful information on programs and activities for at-risk students. The district provides information at parent meetings, including the Superintendent's Advisory Council, for parents to access help for their children in school. At our school, parents are invited to become involved with the Parent-Teacher Association, School Site Council, the Cultural Literacy Program, and ELAC to have a voice on how to improve programs and activities for all students, including under performing students. The Boys and Girls Club, a community organization, provides time and assistance to students with homework before they are picked up by parents. WAVE, the West Antelope Valley Education Foundation, and other community organizations such as local Rotary and Kiwanis clubs provide donation funds and grant monies so that our school can supplement the regular educational program with enrichment in the area of science, technology, and the arts.

V. Description of Barriers and Related School Goals

9. School, district and community barriers to improvements in student achievement:
Like all schools and districts, there are barriers to improvements in student achievement. In our community, one of the challenges our schools face is the commuting time for many of our parents. Many of the parents commute long distances to jobs in the Los Angeles area. This means that they are gone for long periods of the day and have only a little time left over to participate in the education of their children and to volunteer in the schools. There is also a majority portion of our schools' population who face economic barriers. This means that at given times during the school year, there are larger concerns on the minds of some families than the educational process.

10. Limitations of the current program to enable underperforming students to meet standards:
The effectiveness of the current instructional program would be enhanced by:
• Knowledge of the California state-adopted frameworks and standards
• Use of assessment data to guide and inform instruction.
• Interventions for students achieving below the "met" or "exceeds" level of performance on assessements
• Differentiation of instruction, particularly for ELL, students with disabilities, foster, socioeconomically disadvantaged, and at-risk students
• English Language Development (ELD) for all English Language Learner students
• Implemention of STEAM learning through Project Based Learning, Project Lead the Way, and that integrates state standards and emphasizes the four Cs of critical thinking, collaboration, communication, and creativity.
• Inclusion of special needs students into the general education environment
• Implementation of Boys' Town and school disciplinary practices that are instructional, reflective and restorative
• Vertical articulation of curriculum from one grade level to the next
• Well developed parent education program that familiarizes parents with the state standards and provides ways that parents can support the instructional program
• Effective use of technology to support the instructional program and to facilitate the analysis of assessment data
• Maximizing instructional time
• Equity goals for all students to achieve to their potential
• See also school goals aligned with the district's LCAP.

VI. Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic growth targets and grade level expectations. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

SCHOOL GOAL #1
(Based on conclusions from Analysis of Program Components and Student Data pages) GOAL #1 Improving student Achievement through Education for Life and Work: Ensure all students are well-equipped with the cognitive, linguistic, interpersonal, and intrapersonal skills necessary to be successful in a global society.

Student groups and grade levels to participate in this goal: Student groups participating in this goal: All students with a focus on socioeconomically disadvantaged, english language learner, foster and homeless youth	**What data did you use to develop this goal.?** state assessment results, CELDT scores, classroom grades, data and findings from learning walks and classroom observations
What were the findings from the analysis of this data? 2016-2017 Results: 42.65% of 3rd grade, 30.77% of 4th grade, 28.17% of 5th grade, and 30.88% of 6th grade students did not meet standards on the CAASPP test in English Language Arts. 30.88% of 3rd grade, 28.21% of 4th grade, 25.35% of 5th grade, and 39.71% of 6th grade students nearly met standards on the CAASPP test in English Language Arts. 43.28% of 3rd grade, 29.49% of 4th grade, 54.93% of 5th grade, and 45.59% of 6th grade students did not meet standards on the CAASPP test in Mathematics. 29.85% of 3rd grade, 38.46% of 4th grade, 25.35% of 5th grade, and 35.29% of 6th grade students nearly met standards on the CAASPP test in mathematics. These findings are pending 2017-2018 CAASPP results and this section will be updated in August, 2018.	**How will the school evaluate progress made toward achieving this goal?** The Cottonwood site goal is to achieve a minimum of 5% improvement in scores for all students overall and for all subgroups as compared to 2017-2018 scores. 5% of students at each performance level will move to a higher performance level in English Language Arts and Mathematics on the state test. Group data needed to measure academic gains: CAASPP scores, state dashboard reports, state five by five reports, district and school performance assessment results, interim assessment results, informal assessment data, program reports

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**

SCHOOL GOAL #1

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Alignment of instruction with state standards: 1. All textbooks and supplemental materials align with the state standards. 2. Lesson plans will reflect alignment of instruction with state standards for all classes. 3. All lessons have clearly stated, measurable student learning objectives that explain what a student should know and be able to do in relation to the standard. 4. Monitor and maximize instructional learning time. 5. Teachers will meet in professional learning communities to analyze data, prioritize and deconstruct standards, develop common assessments, units of instruction and projects, analyze student work, and examine curriculum and instructional strategies.	School Year 2018-2019	1.California state adopted curriculum - textbooks 2-4. No anticipated costs 5. Costs for subs to provide release time for collaboration	1.TBD 2-4.NC 5.$3,000	1. District funded 2-4. NA 5. Title I
Improvement of Instructional strategies and materials: 1. Students will participate in instruction focused on increasing active engagement and academic rigor through implementation of AVID school wide. 1a. Focus on maximizing the instructional use of WICOR strategies at all grade levels including implementation of AVID Learning Walks. Maintain AVID certification at all grade levels. 2.Students will participate in instruction focused on increasing active engagement and academic rigor in all classrooms through implementation of STEAM learning that integrates state standards in ELA and Math with Next Generation Science Standards (NGSS), social studies, technology, and visual and performing arts standards and emphasizes the four Cs of critical thinking, collaboration, communication and creativity including the use of Project Based Learning, Project Lead the Way, StemScopes and Mystery Science. 2a.Provide equipment, materials, supplies, training and release time for staff members to implement STEAM learning. 3. Collaboration to improve instructional strategies in reading, writing and math in grades K-6 by incorporating the Westside writing program, thinking maps, a focus on the mathematical practices, depth of knowledge questioning and other research based best practices in in all classes that aligns with state standards across content areas. 4. Implement appropriate, research based strategies and targeted interventions including use of Fast ForWord and Reading Assistant for students based on differentiated need. 5. Maximize the use of differentiated instructional strategies to increase rigor in all grade levels and content	School Year 2018-2019	1-1a. AVID training and materials 2-2a. Costs for training and STEAM supplies 3. Site and district Professional development 4. Scientific Learning Program 5. No anticipated costs	1. varies 2-2a. $7,000 3. varies 4. varies 5 NC	1. District funded 2-2a. Title I 3. District funded 4 District funded 5. NA

SCHOOL GOAL #1

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Extended Learning time 1. Use baseline assessments to universally screen all students in reading, writing and math concepts and skills at the start of the year to establish a baseline level for all students. Use that data and interim assessements including CAASPP Interims to intervene, remediate, frontload and re-teach students as needed at all grade levels. 2. Provide ELL/SED/Foster and homeless youth with expanded STEAM learning opportunities that follow the science and engineering practices outlined in the NGSS and include opportunities for English Learners to collaborate with their peers and develop their academic language through access to the makerspace/engineering lab during/after the school day. Makerspace activities will be standards based and engineering focused allowing for the integration of content with academic language, science, technology, art, and math skills. 3. Use of ELA/ELD Framework proficiency level descriptors and best practices to improve designated and integrated English Language Development to support our English Learner students. 4. Provide a school wide research based intervention plan utilizing Fast ForWord and Reading Assistant. 5. Provide paraprofessional support at every site for English learners to help them access classroom instruction and to facilitate English Language Development. 6. Implement "push-in" inclusion model to provide services for students with disabilities.	School Year 2018-2019	1. No anticipated costs Salaries 2. Staff salaries 3. No anticipated costs 4. Scientific Learning Program 5. Aide salaries 6. No anticipated costs	1. NC 2. $50,000 3. NC 4. varies 5. varies 6. NC	1. NA 2. Title I 3. NA 4. District funded 5. District funded 6. NA
Increased Educational Opportunity and access to technology: 1. Increase student computer literacy through the use of technology integrated into daily lessons. 2. Purchase technology for classroom instructional use which supports effective teaching and learning practices in English Language Arts and Mathematics.	School Year 2018-2019	1. Staff development/planning 2. Technology purchase	1. NC 2. $1,000	1. NA 2. Title I
Staff Development and professional collaboration: 1. Provide access to ongoing professional development in research-based best practices for the implementation of the state standards in English Language arts and mathematics including site or outside professional development in Project Based Learning, Project Lead the Way, AVID, mathematical practices, thinking maps, Westside Writing and STEAM. 2. Provide time during site and grade level meetings for opportunities for collaboration on student achievement through data analysis and cycles of instruction including pre/post assessments, Common Formative Assessments (CFAs), exit tickets and planned re-teaching/spiraling/enrichment. 3. Teachers to attend district offered professional development that strengthen standards-based instruction through STEAM and ELD instruction, writing instruction, data analysis and working with culturally diverse and targeted groups of students. 4. Teachers to attend AVID Summer Institute or AVID approved district level training.	School Year 2018-2019	1. Staff development 2. Staff development / meeting time 3. Costs for subs to provide release time for collaboration 4. AVID Training	1. $2,500 2. NC 3. varies 4. varies	1. Title I 2. NA 3. District funded 4. District funded

SCHOOL GOAL #1

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Involvement of staff, parents, and community: 1. Communication with parents at regular intervals on student achievement and academic expectations in ELA, mathematics, and college/career readiness skills through Parent Workshops, PowerSchool, parent conferences, teacher and school websites, e-mail and phone calls. 2. Provide opportunities for parents to participate in decision-making related to site and district initiatives such as SSC, District Advisory, District Health Council, ELAC and DELAC 3. Post schools' parent involvement policies on their web sites, in English and other primary languages for those groups which meet the 15% and above language requirements 4.Build parents' capacity to positively impact their students' educational experience by allocating the resources to provide training in use of PowerSchool, AVID strategies and grade level content standards and expectations 5.Conduct an annual parent/community needs assessment 6. Provide quarterly updates on academic progress of RFEP students to teachers and parents.	School Year 2018-2019	1.Family nights 2. Meeting time 3. None 4.Salaries to implement Cultural Literacy Project 5. None 6. None	1. NC 2. NC 3. NC 4. varies 5. N/C 6. NC	1.NC 2. NA 3. NA 4. District funded 5. NA 6. NA
Auxillary services for students and parents (including transition from elementary to middle school) 1. 6th grades will attend an orientation and optional information night at the feeder middle school. 2. School messenger is used for school announcements. 3. Back to School night, town hall/coffee with the principal, AVID events and a community open house are offered. 4. Additional parent workshops and informational meetings are held. 5. Fall parent-teacher conference days provide a conference opportunity for all students and additional conferences for EL and at-risk students are provided as needed.	School Year 2018-2019	1. Transportation 2. No anticipated costs 3.Duplicating 4. staff extra duty costs 5. No anticipated costs	1. $200.00 2.NC 3.$200 4.TBD 5. NC	1. PTA 2.NA 3. Base fund 4.District Supplemental 5.NA
Monitoring program implementation and effectiveness: 1. School wide analysis of performance assessments by staff to develop grade level actions plans for improved student achievement in grades 3-6. 2. Analysis of data and grade level assessment data on an on-going basis with results used to adjust instructional strategies and provide interventions to improve student achievement. Use of Illuminate reports to guide data analysis. 3. Teachers will use observations, collaboration and state frameworks to determine best methods to provide and assess instruction. 4. Administration will observe teachers and evaluate student work.	School Year 2018-2019	1. Staff and Grade Level Meeting time 2.Duplicating 3.-4. No anticipated costs	1. NC 2. $100.00 3-4 NC	1. NA 2.Base fund 3-4. NA

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2
(Based on conclusions from Analysis of Program Components and Student Data pages)
GOAL #2 for Improving Student Achievement through Access for All: Provide all students access to a high quality instructional program and the research-based supports necessary for them to engage fully with the program.

Student groups and grade levels to participate in this goal:	**What data did you use to develop this goal.?**
All students with a focus on socioeconomically disadvantaged, english language learner, foster and homeless youth.	state assessment results, CELDT scores, classroom grades, data and findings from learning walks and classroom observations

What were the findings from the analysis of this data?

2016-2017 Results:

42.65% of 3rd grade, 30.77% of 4th grade, 28.17% of 5th grade, and 30.88% of 6th grade students did not meet standards on the CAASPP test in English Language Arts. 30.88% of 3rd grade, 28.21% of 4th grade, 25.35% of 5th grade, and 39.71% of 6th grade students nearly met standards on the CAASPP test in English Language Arts.

43.28% of 3rd grade, 29.49% of 4th grade, 54.93% of 5th grade, and 45.59% of 6th grade students did not meet standards on the CAASPP test in Mathematics. 29.85% of 3rd grade, 38.46% of 4th grade, 25.35% of 5th grade, and 35.29% of 6th grade students nearly met standards on the CAASPP test in mathematics.

These findings are pending 2017-2018 CAASPP results and this sectuion will be updated in August, 2018.

How will the school evaluate progress made toward achieving this goal?

The Cottonwood site goal is to achieve a minimum of 5% improvement in scores for all students overall and for all subgroups as compared to 2017-2018 scores. 5% of students at each performance level will move to a higher performance level in English Language Arts and Mathematics on the state test.

Group data needed to measure academic gains:
CAASPP scores, state dashboard reports, state five by five reports, district and school performance assessments, interim assessment results, informal assessment data, program reports

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SCHOOL GOAL #2

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**
Alignment of instruction with content standards: 1. All textbooks and supplemental materials align with the state standards including resources to support ELL. 2. Lesson plans will reflect alignment of instruction with state standards and ELD standards. 3. All lessons have clearly stated, measurable student learning objectives that explain what a student should know and be able to do in relation to the standard. 4. Monitor and maximize instructional learning time including ELD schedule. 5. Teachers will meet in professional learning communities to analyze data, prioritize and deconstruct standards, develop common assessments, projects, analyze student work, and examine curriculum and instructional strategies.	School Year, 2018-2019	1. Calfornia state adopted curriclum - textbooks 2-4. No anticipated costs 5. costs for subs to provide release time for collaboration	1. varies 2-4. NC 5. $3,000	1. District funded 2-4. NA 5. Title I

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**
Improvement of Instructional strategies and materials: 1. Students will participate in instruction focused on increasing active engagement and academic rigor through implementation of AVID school wide. 1a. Focus on maximizing the instructional use of WICOR strategies at all grade levels including implementation of AVID Focus Walks. Maintain AVID certification at all grade levels. 2. Collaboration to improve instructional strategies in reading, writing and math in grades K-6 incorporating the Westside writing program, thinking maps, a focus on the mathematical practices, depth of knowledge questioning and other research based best practices in all classes that align with state standards across content areas. 3. Implement appropriate, research based strategies and targeted interventions including use of Fast ForWord and Reading Assistant for students based on differentiated need. 4. Maximize the use of differentiated instructional strategies to increase rigor, vocabulary development, and proficiency with performance tasks in reading, writing, and mathematics in all grade levels.	School Year, 2018-2019	1-1a. AVID training and materials 2.District professional development/staff development 3. Scientific Learning Program 4. No anticipated costs	1-1a. NC 2. varies 3. varies 4. NC	1-1a. NA 2. District funded 3. District funded 4. NA
Extended Learning time: 1. Use baseline assessments to universally screen all students in reading, writing and math concepts and skills at the start of the year to establish a baseline level for all students. Use that data and interim assessments including CAASPP interims to intervene, remediate, frontload and re-teach students as needed at all grade levels. Provide targeted grade level interventions to subgroups, including ELL/SED/Foster Youth during school. 2. Provide ELL/SED/Foster and homeless youth opportunities for afterschool intervention in reading, writing and mathematics, as well as extended learning opportunities in STEAM through before or afterschool enrichment. 3. Provide all students with a focus on ELL/SED/Foster and homeless youth with STEAM learning opportunities by providing access to the makerspace during the school day. 4. Use the ELA/ELD framework proficiency descriptors and best practices to improve designated and integrated English Language Development to support our English Learner students in grades K-6. 5. Provide a school wide research based intervention plan utilizing Fast ForWord and Reading Assistant. 6. Provide paraprofessional support at every site for English learners to help them access classroom instruction and to facilitate English Language Development. 7. Implement "push-in" inclusion model to provide services for students with disabilities.	School Year, 2018-2019	1. No anticipated costs Salaries 2. staff salaries and consultant costs 3. staff salaries 4. No anticipated costs 5. Scientific Learning Program 6. Aide salaries 7. No anticipated costs	1. NC 2. $7,500 3.See goal 1 4. NC 5. varies 6. varies 7. NC	1. NA 2. Title I 3. See goal 1 4 NA 5. District funded 6. District funded 7. NA
Increased Educational Opportunity and access to technology: 1. Increase student computer literacy through the use of technology integrated into daily lessons. 2. Purchase technology for classroom instructional use which supports effective teaching and learning practices in English Language Arts and mathematics.	School Year, 2018-2019	1. Staff development/planning 2. Technology purchase	1. NC 2. See Goal 1	1 NA 2. Title I

SCHOOL GOAL #2

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Staff Development and professional collaboration: 1. Provide access to site or outside professional development in research-based best practices for the implementation and assessment of the state standards in English Language Arts and mathematics including site or outside professional development in Project Based Learning, Project Lead the Way, AVID, mathematical practices, thinking maps, Westside Writing, assessment/data analysis, and STEAM. 2. Teachers to attend district offered professional development that strengthen standards-based instruction through ELD instruction, writing instruction, data analysis and working with culturally diverse and targeted groups of students. 3. Teachers to attend AVID Summer Institute or AVID approved district level training.	School Year, 2018-2019	1. Training fees and costs of subs to release teachers to attend 2.costs for subs to provide release time for collaboration 3. AVID Training	1.$2,000 2. varies 3. varies	1. Title I 2. District funded 3. District funded
Involvement of staff, parents, and community: 1. Communicate with parents at regular intervals on student achievement and academic expectations in ELA, mathematics, and college/career readiness skills through PowerSchool, parent conferences, parent workshops, teacher and school websites, email, and phone calls. 2. Conduct mandatory (staff) bi-annual parent teacher conferences for English Learner, foster, and at-risk Redesignated Fluent English proficient and low income parents. 3. Provide opportunities for parents to participate in decision-making related to site and district initiatives such as SSC, District Advisory, District Health Council, Cultural, Literacy Project, ELAC and DELAC 4.Post schools' parent involvement policies on their web sites, in English and other primary languages for those groups which meet the 15% and above language requirements. 5. Provide bilingual staff to facilitate effective communication between bilingual students' and parents' and school staff	School Year, 2018-2019	1. Parent workshops 2. staff salaries on Conference Days 3. No anticipated costs 4. No anticipated costs 5. Aide salaries	1. $463 2. varies 3.NC 4. NC 5.varies	1.Title I 2. District funded 3. NA 4. NA 5. District funded
Auxiliary services for students and parents (including transition from elementary to middle school) 1. Parents and sixth grade students are invited to middle school information night. Students attend a middle school orientation during the school day 2. Kindergarten parent information day is offered 3. Kindergarten Camp for incoming kindergarteners	School Year, 2018-2019	1. Transportation 2. None 3. staff salaries	1. $200.00 2. NC 3. varies	1. PTA 2. NA 3. District funded
Monitoring program implementation and effectiveness: 1. School wide analysis of performance assessments by staff to develop grade level actions plans for improved student achievement in grades 3-6. 2. Analysis of data and grade level assessment data on an on-going basis with results used to adjust instructional strategies and provide interventions to improve student achievement. Use of Illuminate reports to guide data analysis. 3. Teachers will use observations, collaboration and state frameworks to determine best methods to provide and assess instruction. 4. Administration will observe teachers and evaluate student work.	School Year, 2018-2019	1. Staff and Grade Level Meeting time 2.Duplicating 3.-4. No anticipated cossts	1. NC 2. $100.00 3-4. NC	1. NA 2. Base fund 3-4. NA

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3 **(Based on conclusions from Analysis of Program Components and Student Data pages)** GOAL #3 for Improving Student Achievement through Active and Responsible Citizenship: Develop and implement programs that support students' academic, behavioral, and social-emotional growth and success.	
Student groups and grade levels to participate in this goal: All students with a focus on socioeconomically disadvantaged, english language learner, foster and homeless youth.	**What data did you use to develop this goal.?** state dashboard reports, state 5x5 reports, site discipline and attendance data, Calforina Healthy Kids Survey results
What were the findings from the analysis of this data? 2016-2017 Results: School wide attendance rate for 2016-2017 was 95.9% Our unduplicated pupil suspension rate for 2016-2017 was 3.0%. Our African American unduplicated supension rate for 16-17 was 8.3%. Our Hispanic unduplicated suspension rate for 16-17 was 1.4%. Our White unduplicated suspension rate for 16-17 was 4.2%. Our unduplicated suspension rate for 2 or more races was 4.0%. The unduplicated suspension rate for all other groups was 0%. 42.65% of 3rd grade, 30.77% of 4th grade, 28.17% of 5th grade, and 30.88% of 6th grade students did not meet standards on the CAASPP test in English Language Arts. 30.88% of 3rd grade, 28.21% of 4th grade, 25.35% of 5th grade, and 39.71% of 6th grade students nearly met standards on the CAASPP test in English Language Arts. 43.28% of 3rd grade, 29.49% of 4th grade, 54.93% of 5th grade, and 45.59% of 6th grade students did not meet standards on the CAASPP test in Mathematics. 29.85% of 3rd grade, 38.46% of 4th grade, 25.35% of 5th grade, and 35.29% of 6th grade students nearly met standards on the CAASPP test in mathematics. These findings are pending 2017-2018 attendance, discipline, and CAASPP results and this section will be updated in August, 2018.	**How will the school evaluate progress made toward achieving this goal?** Suspension rates for all students will decrease and show decrease by moving forward into the next level on the 5x5 matrix for all students with a focus on African American, socioeconomically disadvantaged, ELL, students with disabilities, and foster and homeless youth. Reduce daily discipline referrals for all students with a focus on African American, socioeconomically disadvantaged, ELL, students with disabilities, and foster and homeless youth by 5%. Attendance rates (ADA) will increase school wide by 1%. Group data needed to measure academic gains: Attendance and Discipline reports from Power School Results of California Healthy Kids Survey (CHKS)

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**

SCHOOL GOAL #3

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards and promotion of caring, supportive relationships between all stakeholders: 1. Monitoring and improvement of a schoolwide Positive Behavior Support plan (PBIS) utilizing the Boys Town program. 2.Develop a comprehensive character development program utilizing Character Lab. 3. Recognition of student achievement accomplishments through classroom and schoolwide ceremonies such as attendance awards, semester awards and behavior awards. 4. Recognition of Perfect Attendance - semester and yearlong 5. Ongoing training of all staff in areas of Boys' Town/PBIS implementation, anti-bullying, character development,classroom and playground management. 6. Provide elementary counselor and Campus Climate Assistants (CCAs) to address the social-emotional needs of students exhibiting at risk behaviors as well as provide ongoing supports and resources for their families. 7. Maintain school wide anti-bullying program through the use of staff and school ambassadors. 8. Work with community partners to expand the availability of School-based Mental Health services to eligible students. 9. Implement Mindful Minutes Program with Mindful Educator Essentials training for staff and supplies for Mindful Minutes room. 10. Implementation of Leadership Development through Physical Education (LDTPE) program for grades 4-6	School Year 2017-2018	1. Training/staff development and sub costs 2. Counselor salary 3. Award certificates/pins/medals/incentives 4. Awards/medals/incentives 5. Duplicating costs 6. Salaries 7. Staff stipends 8. None 9. None 10. Training, assemblies, consultant costs for All it Takes and Fulcrum	1. TBD 2. See District LCAP 3.$250.00 4. $500.00 5. $100.00 6. See District LCAP 7. TBD 8. NC 9. NC 10. TBD	1. District funded 2. District funded 3. PTA/donations 4. PTA / donations 5. Base fund 6. District funded 7. District funded 8. NA 9. Title I 10. District Supplemental
To communicate to students, parents, staff and community members clear academic expectations and standards for student behavior based on the Boys' Town and PBIS model implemented this year: 1. School and district policies are communicated annually to all parents and students through the student handbook. 2.Discipline assemblies are held for students in grades K-6 at the beginning of each school year. Students are provided reinforcement and a review of the school rules as needed. 3. Parents, student and staff is given the opportunity to review and revise the student handbook and to provide input on schoolwide programs. Surveys are conducted for all stakeholders to gain input on an annual basis. 4. 4th – 6th grade students maintain a Student Planner, which is used for home/school communication as well as reminders regarding homework and upcoming deadlines. 5. Semester Awards are held at the end of each semester to honor academic achievement. 6. Custodian performs monthly safety inspection of the school. 7. Fire, earthquake and lock down drills to ensure all staff and students are conducted to ensure readiness for emergency situations. Our procedures are outlined in the schoolwide disaster plan which is updated annually. 8. Red Ribbon Week activities will reinforce making healthy choices. 9. Kindness Challenge Week	School Year 2017-2018	1. Duplicating costs 2.-3. None 4. Planners 5. Awards / certificates 6. None 7.None 8. Materials 9. Materials	1. $150.00 2-3. - N/C 4. $1,500.00 5. $400.00 6. N/C 7. N/C 8. TBD 9. TBD	1. Base fund 2-3 - NA 4. PTA 5. PTA 6.NA 7. NA 8. PTA 9. District supplemental

SCHOOL GOAL #3

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Increased educational opportunities for parent, student and staff involvement and input focused on a positive school culture include: 1. Parents are informed of and invited to school assemblies, town hall meetings, programs and workshops. 2. Parents receive a copy of the district/school policies, regulations and rules when enrolling their student. 3. Merit events are provided for students in some classes grades 4-6 in order to encourage appropriate choices. 4. PTA provides a number of projects: book fairs, field trips, assemblies, Family Fun Night, and student incentives for behavior 5. Parents are invited and encouraged to particiate on the School Site Council, Safety Committee or ELAC. 6. Parent workshops to facilitate positive home to school communication. 7. Parents encouragement to participte with PTA/ ELAC and classroom volunteer opportunities. 8. Continuation of the ABS/Student Council/Girl Power/Brotherhood programs focused on improved student achievement throught leadership activities and training. 9. Seek alternatives to suspension including that are instructional, reflective and restorative. 10. Provide monthly updates to foster parents on academic, behavioral, and social-emotional status of their foster youth. 11. Implementation of a school uniform dress code policy.	School Year 2017-2018	1.supplies and materials, staffing 2. 3-4. Costs of events 5. No anticipated costs 6. Duplicating costs 7. No anticipated costs 8. Staff stipends 9. No anticipated costs 10. Counselor salary 11. No anticipated cost	1.$300 2. N/C 3-4. TBD 5. NC 6. $100 7. NC 8. TBD 9. NC 10. See district LCAP 11. NC	1.Title I 2. NA 3-4. PTA/ donations 5. NA 6. Base fund 7. NA 8. District funded 9. NA 10. District funded 11. NA
To establish a safe environment during the school day and during student arrival and dismissal: 1. Policies are outlined in the student handbook for review by parents, students and staff. 2. Policies are updated and reviewed by the safety committee with updates to policies shared with staff and parents. 3. Monthly fire, earthquake and disaster drills are conducted with process / results reviewed by the safety committee, 4. A schoolwide disaster plan is reviewed and updated annaully. 5. The School Message phone system is used to communicate with parents any information necessary in the event of an emergency. 6. Schoolwide disaster supplies are inventoried and updated to maintain readiness in the event of an emergency.	School Year 2017-2018	1.- 5. No anticipated costs 6. Purchase needed supplies	1.-5. NC 6. TBD	1.-5. NA 6. PTA / donations and district funded

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #4
(Based on conclusions from Analysis of Program Components and Student Data pages)

Student groups and grade levels to participate in this goal:	**What data did you use to develop this goal.?**
What were the findings from the analysis of this data?	**How will the school evaluate progress made toward achieving this goal?**

SCHOOL GOAL #4				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #5 (Based on conclusions from Analysis of Program Components and Student Data pages)	
Student groups and grade levels to participate in this goal:	**What data did you use to develop this goal.?**
What were the findings from the analysis of this data?	**How will the school evaluate progress made toward achieving this goal?**

SCHOOL GOAL #5				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**

Appendix A - School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Enrolled Students Tested**		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	72		68	72		68	72		68	100.0		100
Grade 4	68		78	67		78	67		78	98.5		100
Grade 5	71		72	69		71	69		71	97.2		98.6
Grade 6	74		70	74		68	74		68	100.0		97.1
All Grades	285		288	282		285	282		285	98.9		99

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2402.9		2386.3	15		13.24	17		13.24	32		30.88	36		42.65
Grade 4	2428.3		2454.9	7		15.38	18		25.64	40		28.21	34		30.77
Grade 5	2494.2		2494.0	14		19.72	35		26.76	28		25.35	23		28.17
Grade 6	2509.5		2487.9	9		4.41	24		25.00	43		39.71	23		30.88
All Grades	N/A	N/A	N/A	12		13.33	23		22.81	36		30.88	29		32.98

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	11		13.24	40		38.24	47		48.53
Grade 4	9		12.99	54		55.84	31		31.17
Grade 5	19		25.35	52		42.25	29		32.39
Grade 6	8		5.88	53		55.88	39		38.24
All Grades	12		14.44	50		48.24	37		37.32

| Writing
Producing clear and purposeful writing | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	15		17.65	46		38.24	36		44.12
Grade 4	7		20.78	57		51.95	28		27.27
Grade 5	19		28.17	54		57.75	28		14.08
Grade 6	18		11.76	51		47.06	31		41.18
All Grades	15		19.72	52		48.94	31		31.34

| Listening
Demonstrating effective communication skills | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	8		10.29	72		66.18	19		23.53
Grade 4	9		7.79	69		77.92	18		14.29
Grade 5	10		11.27	75		63.38	14		25.35
Grade 6	9		5.88	77		67.65	14		26.47
All Grades	9		8.80	73		69.01	16		22.18

| Research/Inquiry
Investigating, analyzing, and presenting information | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	18		16.18	49		42.65	32		41.18
Grade 4	9		29.87	64		50.65	19		19.48
Grade 5	25		18.31	65		52.11	10		29.58
Grade 6	19		11.76	66		67.65	15		20.59
All Grades	18		19.37	61		53.17	19		27.46

Conclusions based on this data:

1.

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	72		67	72		67	72		67	100.0		100
Grade 4	68		78	67		78	67		78	98.5		100
Grade 5	71		73	69		71	69		71	97.2		97.3
Grade 6	74		70	74		68	74		68	100.0		97.1
All Grades	285		288	282		284	282		284	98.9		98.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2397.6		2389.0	3		1.49	26		25.37	35		29.85	36		43.28
Grade 4	2428.9		2443.0	0		6.41	24		25.64	37		38.46	39		29.49
Grade 5	2475.4		2455.6	3		7.04	19		12.68	52		25.35	26		54.93
Grade 6	2511.1		2470.0	9		7.35	14		11.76	58		35.29	19		45.59
All Grades	N/A	N/A	N/A	4		5.63	21		19.01	46		32.39	30		42.96

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	8		7.46	43		34.33	49		58.21
Grade 4	6		14.10	33		35.90	60		50.00
Grade 5	6		9.86	43		25.35	51		64.79
Grade 6	14		14.71	36		27.94	50		57.35
All Grades	9		11.62	39		30.99	52		57.39

Problem Solving & Modeling/Data Analysis
Using appropriate tools and strategies to solve real world and mathematical problems

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	11		7.46	53		53.73	36		38.81
Grade 4	4		14.10	52		43.59	42		42.31
Grade 5	9		4.23	49		42.25	42		53.52
Grade 6	7		7.35	62		41.18	31		51.47
All Grades	8		8.45	54		45.07	38		46.48

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	10		7.46	60		55.22	29		37.31
Grade 4	7		14.29	49		40.26	42		45.45
Grade 5	4		4.23	59		52.11	36		43.66
Grade 6	9		8.82	64		41.18	27		50.00
All Grades	8		8.83	58		47.00	33		44.17

Conclusions based on this data:

1.

California English Language Development (CELDT) Data

Grade	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K								***				***		***	
1				40	38	17	60	38	33		13	50		13	
2	7	11		29	22		50	44	67	14	11	33		11	
3	11	6		44	39		44	39	70		11	10		6	20
4				22	56	33	67	44	58				11		8
5	25			50	89	22	25		78		11				
6		13		60	88		40		***						***
Total	7	5		37	51	14	50	30	56	4	8	24	2	6	6

Appendix B - Analysis of Current Instructional Program

This section lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources (e.g., Survey Results, Library Plan, Master Plan, SARC).

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

   District performance assessments and common site assessments are analyzed and reviewed collaboratively by staff to improve student achievement. Teachers meet collaboratively to analyze data and plan instruction to meet the needs of all learners. Quarterly writing assessments are given in all grade levels and results guide the implementation of our school wide writing program. Collaborative data days provide opportunities for in depth data review and instructional planning. During grade level PLC meetings teachers review student performance on assessments, identify areas of need and plan interventions. Flexible grouping is implemented for interventions with regrouping based on student achievment scores. The results of student data is also used to guide professional development at Cottonwood.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

   District performance assessment, Fast ForWord Reading assessment, Westside Writing Assessments. grade level curricular tests, informal classroom assessment, and teacher observation are analyzed to drive planning for instruction. Grade level strengths and weaknesses are identified. Student needs are targeted and remediated in the classroom or Special Education setting. Data allows teachers to plan appropriate lessons and form flexible student groups for instruction. These groups are typically homogeneous with students moving from group to group as achievement improves.

   There are six significant subgroups at Cottonwood: African American, Hispanic/Latino, White, Socioeconomically Disadvantaged, Foster Youth and English Learners.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

   Cottonwood's teaching staff is 100% highly qualified.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

   Principal received AB75 training in regard to the SBE adopted instructional materials.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

   The district continues to provide ongoing professional development focused on equitable implementation of adopted instructional materials. Our new teachers participate in the New Teacher Induction/BTSA program or New Teacher Intern program.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

   Staff development is aligned with district and site goals which have been identified to increase student achievement. Staff development opportunities are determined based on student achievement needs analysis, staff surveys and research based best practices noted to improve student achievement.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

   Teachers are provided support by district curriculum resource teachers, training led by instructional coaches and support from administration and colleagues.

8. Teacher collaboration by grade level (EPC)

   All Teachers and Instructional Aides have earned the status of "Highly Qualified". Staff development has focused on active student engagement, writing clear learning objectives, instructional design, classroom management, writing instruction, academic vocabulary and differentiated instruction. Teachers meet with their grade level teams regularly, working as a PLC to analyze data and plan effective instruction focused on improving student achievement for all students. Teachers have opportunities for grade level and cross grade level collaboration during staff meetings. Teachers are provided opportunities to visit colleagues classrooms and observe instructional strategies and classroom management techniques.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

   All classroom instruction is aligned tothe state standards with clear, standards based learning objectives identified for ELA and Math instruction.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

    All classrooms adhere to the recommended instructional minutes in ELA and mathematics.

11. Lesson pacing schedule (EPC)

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

    All classrooms utilize the district adopted and standards based instructional materials with differentiation to meet the needs of all subgroups of students.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

    SBE adopted and standards-aligned instructional materials are used for core instruction.

    Staff uses District adopted curriculum which is aligned with the state standards. Primary grades devote 150 minutes to reading / ELA, with upper grades devoting 120 minutes to reading/ ELA. All grade levels will provide 60 minutes / day for math instruction using district adopted core curriculum and standards-aligned instructional materials. Grade level teams align their year-long schedules with the District. All students have access to the District adopted texts.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

    The provision of Universal access time based on student performance and targeted interventions help underperforming students to meet standards.

15. Research-based educational practices to raise student achievement at this school (NCLB)

A number of reseach based best educational practices have been implemented at Cottonwood to raise student achievement. These included: AVID, STEM/STEAM, school wide writing program, active student engagement, full inclusion EL and resource support, and targeted interventions for ELA.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

Increased learning opportunities are provided through targeted interventions at the intensive level for general education underperforming students.   SES tutoring, academic tutoring and enrichment is available for students in qualifying subgroups.

17. Transition from preschool to kindergarten (Title I SWP)

A transitional kindergarten program has been implemented at Cottonwood for the 2018-2019 school year.

All students have equal access to the curriculum.

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

Community members are invited to speak to our students during AVID Student Success Weeks and career day events.

19. Strategies to increase parental involvement (Title I SWP)

At Cottonwood parent workshops are held to provide AVID training, support and encouragement to help parents become more involved at school.

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

Parents are encouraged to attend AVID Nights, Parent Teacher Conferences, Open House, Career Day, and other family nights. Parents are invited to join the PTA, School Site Council, and English Learners Advisory Committee. Parents and community members are encouraged to volunteer time and talents in the classrooms. School Site Council collaborates with interested school community members to revise the Single Plan for Student Achievement and Student Handbook.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

Allocations of our resources are made based on student achievement.

22. Fiscal support (EPC)

Appendix C - Programs Included in this Plan

Check the box for each state and federal categorical program in which the school <u>participates</u> and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school <u>participates</u>. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
X LCFF-Base	$0
X LCFF-Supplemental	$0
List and Describe Other State or Local funds:	$0
Total amount of state categorical funds allocated to this school:	$0

Federal Programs	Allocation
X Title I, Part A: Targeted Assistance Program <u>Purpose</u>: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$
Title I, Part A: Schoolwide <u>Purpose</u>: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$76,173
Title I, Part A: Parent Improvement <u>Purpose</u>: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	$763
Other Federal Funds (list and describe(42)	$0
Total amount of federal categorical funds allocated to this school:	$76,936

Total amount of state and federal categorical funds allocated to this school:	$76,936

(42) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D - 2014-15 Categorical District Services Budget

Appendix E - Recommendations and Assurances (IDEA Academy @Cottonwood)

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

    X   English Learner Advisory Committee

    _____
    Signature

    Compensatory Education Advisory Committee

    _____
    Signature

    Other committees established by the school or district (list):

    _____
    Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on:

Attested:

Laura Duran
_____   _____   _____
Typed Name of School Principal   Signature of School Principal   Date

Heather Lopez
_____   _____   _____
Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date

Appendix F - IDEA Academy @Cottonwood 's Parent Involvement Policy

The IDEA @Cottonwood
Parent Involvement Policy

The staff of Cottonwood School recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

In order to engage parents/guardians positively in their children's education, the principal or designee shall:

1. Ensure that teachers provide frequent updates using the district's online grading system and other reports on their children's progres. Parent-teacher conferences will be held as needed or as requested with parents/guardians of elementary school students

2. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom

3. Provide information about parent involvement opportunities through school, and/or class newsletters, the district's web site, and other written or electronic communications

4. Develop mechanisms to encourage parent/guardian input on school issues and programs

5. To the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand

6. Encourage greater parent/guardian participation by offering a flexible number of meetings and adjusting meeting schedules when practicable to accommodate parent/guardian needs

7. Build the capacity of the school and parents/guardians for strong parent involvement by

a. assisting parents/guardians in understanding such topics as the state's academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children

b. providing materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement

c. educating teachers, student services personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools

d. informing parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students

8. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504) through such activities as

a.   providing parents/guardians with information regarding ways to create an effective study environment at home and to encourage good study habits

b.   encouraging parents/guardians to monitor their children's school attendance, homework completion, television viewing and use of electronic devices, for example internet access/video games

c. build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504)

9. Jointly develop with the parents/guardians of a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards

This compact shall address:

a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards

b. Ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television viewing; volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time

c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:

(1) Parent-teacher conferences in elementary schools, as needed or requested, during which the compact shall be discussed as it relates to the student's achievement

(2) Frequent reports to parents/guardians on their children's progress

(3) Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities

10. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved

11. Involve parents/guardians in an organized, ongoing, and timely way in the planning; review; and improvement of school programs, including Title I programs; including the planning, review, and improvement of the school's parent involvement policy and the joint development of the school's Single Plan for Student Achievement

12. If the school's Single Plan for Student Achievement is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district

13. The principal or designee, jointly with parents/guardians shall annually review and update the school's parent involvement policy to meet the changing needs of parents/guardians and the school. (20 USC 6318)

Appendix G - Home/School Compact

We, the IDEA Academy @Cottonwood School Community, believe that each of us has an important role to play in our students' school success. Therefore, we agree to carry out the following responsibilities to the best of our abilities:

Student Pledge:
Student's Responsibilities—I will:
• Come to school each day prepared to do my best and ready to learn.
• Participate in class activities.
• Take responsibility for completing and returning my classwork and homework.
• Be Safe; Be Respectful and Be Responsible

Student's Signature _____ Date _____

Parents Pledge:
Parent's and Family's Responsibilities—We will:
• Make sure that our child attends school regularly; is on time, and is prepared to learn.
• Know what is expected of our child and what she/he is learning in school.
• Monitor our child's progress and communicate regularly with our child's teacher.
• Monitor TV & electronics and insure positive use of extracurricular time.
• Volunteer in classroom.
• Monitor homework completeion & read with our child nightly.
• Attend Back-to-School night, parent-teacher conferences and other school events.

Parent/Guardian's Signature _____ Date _____

Staff Pledge:
Staff Responsibilities—We will:
• Provide meaningful learning activities that address challenging standards for all students in a safe and positive environment.
• Communicate regularly with families about their student's progress and ways that they can assist.
• Inform parents of ways to access teachers.
• Provide opportunities for parents to volunteer, observe and participate in their child's classroom.
• Discuss the home-school compact during parent teacher conferences.
• Participate in meaningful staff development in effective teaching strategies, addressing the needs of a diverse student body, and working effectively with all members of our learning community.

Teacher's Signature _____ Date _____

Principal Pledge:
Principal's Responsibilities—I will:
• Ensure that meaningful learning experiences that address challenging standards are provided for all students.
• Encourage and facilitate open communication between school and home.
• Provide opportunities for parents to learn about school and district standards, expectations and programs and how they can assist their child(ren) at home.
• Allocate adequate resources to ensure that high standards can be met by all children.

Principal's Signature _____ Date _____

Appendix H - School Site Council Membership (IDEA Academy @Cottonwood)

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Andrade, Brenda				X	
Barkas, Robin		X			
Brooks, Jasmine		X			
Dubon Navarrete, Meybel				X	
Duran, Laura	X				
Griffin, Donald				X	
Hernandez, Charles			X		
Lopez, Heather				X	
Olsen, Adam				X	
Upah, Daniel		X			
Numbers of members of each category	**1**	**3**	**1**	**5**	

(43) At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Appendix I: Single Plan for Student Achievement Annual Evaluation

Pursuant to California Education Code Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM

review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Plan Priorities

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)
1. Improve achievement in English Language Arts and mathematics through education for life and work (SPSA Goal 1 and 2)
2. Improve achievement in English Language Arts and mathematics through access to a high quality instructional program and research-based supports (SPSA Goal 1 and 2)
3. Improve student attendance through active and responsible citizenship (SPSA Goal 3)
4. Decrease suspension and discipline rates through active and responsibile citizenship (SPSA Goal 3)

Identify the major expenditures supporting these priorities.
Title I Expenditures:
1. Improve Achievement in English Language Arts and Mathematics through Education for Life and Work:
- Provide professional development for teachers in research based best practices inlcuding project based learning, Project Lead the Way, AVID, STEAM and Westside Writing $14,800
- Release time for teachers to meet in professional learning communities for data analysis and instructional planning $5,000
- Equipment and supplies for implementation of STEAM lessons $7,050
- Staff salaries to expand access to STEAM learning through the makerspace $13,000
- Technology purchases $1,965

2.Improve Achievement in English Language Arts and Mathematics through Access to a High Quality Instructional Program and Research-Based Supports:
- Staff salaries and consultant costs for after school intervention in Reading and Math and after school enrichment $8,000
- Technology purchases $1,966

3. Improve Student Attendance and Decrease Suspensions and Discipline Rates through Active and Responsible Citizenship:
- Training of staff for implementation of Mindful Minutes program $1,000

Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.
Goal 1:
1. Provide professional development: Project Based Learning, AVID, Westside Writing
2. Provide time during site and meetings and realease time for teachers to meet in professional learning communities for data analysis, prioritizing and deconstructing standards, developing common assessments and instructional planning
3. Implementation of AVID School Wide including WICOR strategies and maintaining AVID certification
4. Implementation of STEAM learning through project based learning, IDEA Labs, and makerspace program
5. Implementation of Westside Writing program school wide
6. Paraprofessional support for English Language Learners
7. Push-in Inclusion model for students with disabilities in the Resource Support Program
8. Communication with parents at regular intervals through conferences, PowerSchool and electronic messaging

Goal 2:

1. Provide time during site and meetings and realease time for teachers to meet in professional learning communities for data analysis, prioritizing and deconstructing standards, developing common assessments and instructional planning
2. Implementation of AVID School Wide including WICOR strategies and maintaining AVID certification
3. Implementation of Westside Writing program school wide
4. Paraprofessional support for English Language Learners
5. Push-in Inclusion model for students with disabilities in the Resource Support Program
6.Conduct bi-annual parent teacher conferences for English Learner, foster and at-risk students

Goal 3:
1. Implementation of a schoolwide positive behavior support program utilizing Boys' Town
2. Recognition of student achievement through semester awards and weekly recognitions
3. Provide a part-time elementary counselor and campus climate assistants to address the social-emotional needs of students
4. Provide school based mental health services through community partnerships
5. Implementation of Leadership Development through Physical Education program for 4th-6th grades
6. Use of student planners
7. Discipline assemblies
8. Fire, earthquake and lockdown drills were held
9. Parents participated in school site council, safety meetings, and ELAC.

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
Goal 1:
1. Fast ForWord and Reading Assistant was not fully utilized for students based on differentiated need.
2. Increased student computer literacy and integration of technology in English Language Arts was not fully achieved at all grade levels.
3. Use of Illuminate reports for data analysis was not fully utilized.

Goal 2:
1. After school intervention and enrichment program was not fully achieved.

Goal 3:
1. Mindful Minutes program was partially implemented.

What specific actions related to those strategies were eliminated or modified during the year?
Goal 1:
1.Use of Fast ForWord and Reading Assistant intervention programs by new teachers was delayed during the school year.
2. Opportunities for student use of technology and implementation of lessons that fully integrated technology were delayed.

Goal 2:
1. After School tutoring component of intervention and enrichment program was not achieved.

Goal 3:
1. Purchase of mats for Mindful Minutes program was postponed.

Identify barriers to full or timely implementation of the strategies identified above.
Goal 1:
1. Lack of time and availability of training/staff development in Fast ForWord and Reading Assistant for new teachers; closure of computer lab due to construction and a delay in deployment of Chromebooks and Ipads that were ordered
2. Closure of computer lab due to construction and a delay in deployment of Chromebooks and iPads that were ordered; Lack of skill level with all available technologiesfor some teachers
3. Lack of teacher skill level with Illuminate.

Goal 2:
1. Lack of staff availability to fully implement after school intervention

Goal 3:
1. Staff training for Mindful Minutes and partial implementation was achieved, but lack of physical space for the program limited full implementation as planned

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
Goal 1:
1. Staff development/trainings for new teachers were prioritized to focus on Boys' Town, AVID, and Project Based Learning during the current year and training in the use of Fast ForWord and Reading Assistant will be implemented in the next school year.
2. Integration of technology was emphasized once Chromebooks and iPads were delivered for student use. Release time was provided for teachers to attend Tech Tuesday trainings.

Goal 2:
1. Consultants were brought in to run after school gardening enrichment.

Goal 3:
1. Mindful Minutes program was implemented partially as space became available.

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?
Academic Achievement Goals: Partially met
1. Preliminary analysis of 2017-2018 student achievement data for 3rd grade shows a 7% increase in the number of overall students meeting or exceeding standards in English Language Arts. Students in the "standard not met" category decreased by 22% and students in the "standard nearly met" category increased by 15%.
2. Preliminary analysis of 2017-2018 student achievement data for 3rd grade shows a 6% increase in the number of overall students meeting or exceeding standards in Mathematics. Students in the "standard not met" category decreased by 14% and students in the "standard nearly met" category increased by 7%.
3. A final analysis of student achievement data for 4th-6th grade students and for all 3rd-6th grade students, disaggregated by subgroup, will be updated pending full 2017-2018 CAASPP results.

Attendance Goal: Not met
1. Preliminary analysis of 2017-2018 student attendance data shows that the goal of improving attendance by 1% was not met. Attendance stayed flat from 95.9% in 2016-2017 to 95.55% in 2017-2018 as of the date of this SPSA revision. Kindergarten student attendance was 94.58% with all other grade levels in the 95%-96% range.
2. A final analysis of student attendance data will be updated pending full 2017-2018 results at the conclusion of the school year.

Suspensions and Disciplinary Data Goals: Met
1. Preliminary analysis of the 2017-2018 data shows a schoolwide decrease in the unduplicated student suspension rate and discipline referrals.
2. A final analysis of disciplinary data, disaggregated by subgroup, will be updated pending full 2017-2018 results at the conclusion of the school year.

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
In addition to the preliminary analysis of achievement data based on early 2017-2018 CAASPP results; anecdotal evidence from formal and informal staff surveys and reflections, learning walks and feedback from consultants and district staff indicate that the following strategies were effective:
1. Implementation of STEAM learning
2. Implementation of AVID School Wide
3. Implementation of Positive Behavior Support/Boys' Town
4. Increased staff development and release time for teachers to meet in professional learning communities for analyzing data, prioritzing/deconstructing standards, and developing common assessments and units of instruction
5. Implementation of Westside Writing program school wide
6. Paraprofessional support for English Language Learners
7. Push-in Inclusion model for students with disabilities in the Resource Support Program

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
Designated ELD, intervention programs

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

X   Lack of timely implementation

X   Limited or ineffective professional development to support implementation

       Lack of effective follow-up or coaching to support implementation

X   Not implemented with fidelity

X   Not appropriately matched to student needs/student population

       Other:

Based on the analysis of this practice, would you recommend:

       Eliminating it from next year's plan

X   Continuing it with the following modifications:
Provide staff development/training to support implementation
Strengthen assessment for early and timely identification of students in need of targeted intervention by using baseline screeners at the start of the school year at all grade levels, and interim assessments to monitor progress

Involvement/Governance

How was the SSC involved in development of the plan?
School Site Council members:
- were provided with training on the role of school site council members,
- were familiarized with and participated in the analysis and reflection of school wide academic achievement, attendance and disciplinary data results
- identified barriers for student achievement
- identified the Title I goals and expected outcomes

How were advisory committees involved in providing advice to the SSC?
Members of the school ELAC reviewed the single plan for student achievement and provided recommendations to goals and actions to the school site council

How was the plan monitored during the school year?
SSC members reviewed CAASPP data, CDE Dashboard data, and 5x5 reports. Teachers analyzed student work samples and results from common assessments and shared their findings with SSC.

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?
Maintain regularly scheduled SSC and ELAC meetings.

Outcomes

Identify any goals in the most recent board approved SPSA that were met.
1. Decrease suspension and discipline rates through active and responsibile citizenship (SPSA Goal 3)

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.
Partially Met:
1. Improve achievement in English Language Arts and mathematics through education for life and work (SPSA Goal 1 and 2)
2. Improve achievement in English Language Arts and mathematics through access to a high quality instructional program and research-based supports (SPSA Goal 1 and 2)

Not Met:
3. Improve student attendance through active and responsible citizenship (SPSA Goal 3)

List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.
Designated ELD, intervention programs

Based on this information, what might be some recommendations for future steps to meet this goal?
Provide staff development/training to support implementation
Strengthen assessment for early and timely identification of students in need of targeted intervention by using baseline screeners at the start of the school year at all grade levels, and interim assessments to monitor progress